**Tool 5.1: What are data?**

**Directions:** Teams thinking about improving teaching and learning can find a lot more information than just grades and test results. Data-driven schools in Alabama used these data sources in the school improvement process. Review the list, then brainstorm what other data may be available. Determine as a team which sources you want to use.

**STATE AND NATIONAL TEST RESULTS** **SCHOOL CLIMATE**  
\*State mandated subject area tests \* attendance records  
\*Writing assessments \*Counseling referrals  
\*Graduation exams \*Discipline reports (with trend analysis)  
\*College entrance exams \*student Comments to counselors, teachers  
\*Advanced placement exams   
\*Yearly progress reports  
\*National Assessment of Educational Progress **SCHOOLWIDE ASSESSMENTS**  
(NAEP) \*School report cards  
 \*School improvement Plan yearly assessments  
**COMMERCIAL ASSESSMENTS** \*Collective analyses of student work  
\*Packaged program assessments \*School-wide writing assessments  
\*Individual reading assessments \*Products of accreditation processes  
 \*Reports from school walk-throughs

**CLASSROOM ASSESSMENTS** **OTHER STUDENT DATA**  
\*Daily and unit tests \*Course assignments  
\*Student portfolios \*College admission data  
\*Checklists \*Quarterly, interim, and final grades  
\*Running records \*Dropout data  
\*Evaluations of student projects \*Minutes/records of student support team  
\*Examples of student work \*Special education referrals

**SURVEYS** **OTHER DATA**\*Student \*Student honors and awards  
\*Parent \*Student and parent demographic information  
\*Community \* Results of teacher action research  
\*Uncertified Staff \*Reports from teachers  
\*Targeted teacher surveys by grade level and \*Academic lab and library usage  
content area( program effectiveness, staff development \*Faculty turnover rate  
needs, technology, library, paperwork, duties, etc) \*registration data

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1ST Grade Student Data:

NAME Behavior issue Attendance issue STAR Reading

1.DALE X 0.9

2.DALTON X 0.7

3.MATTHEW X 0.3

4.CHRISEAN X 0.9

5.DAVID X 1.0

6.ARLO X 0.7

7.ISABELLA 0.6

8.CONNOR 0.8

9.CHLOE 0.5

10.KARRINGTON 0.4

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**Tool 5.3: Reflecting on the data**

**Directions:** Think about what you learned from examining student information and data, and write your responses to the questions. Discuss your answers with your team. Have a recorder make notes of big ideas and decisions from this discussion.

What sources of data did we examine?  
Student work samples, STAR reports, Attendance, etc. (ranked students on multi-criteria formula)

What parts of these data really caught our attention?  
Attendance was an issue for 4 of the students.

What parts of these data encourage you the most?  
Students are making progress – some are progressing slowly, but they ARE progressing

What parts concern you the most?  
Some students make little to no effort and seem to feel “defeated”.

What differences, if any, are there in grades, attendance, and behavior among our students?  
We’ve seen that attendance and behavior issues directly impact student achievement over time!

Do some groups of students achieve at higher levels than others? If so, to what degree?  
Our non-poverty students out-perform our poverty students by approximately 12-15%.

Which students are not working to potential? What evidence is there that students who were given more challenging work also achieved more?  
Six of the ten students are not working to their potential. Two are behavior issues and four are attendance issues. The other four students seem to trying diligently.

Which groups appear to need instruction more tailored to their learning styles?  
Our students identified as “in poverty”. These students (based on learning style inventory) are visual learners far more than kinesthetic learners.

What other questions does this data raise for you?  
What family support can provide? Several students seem to be struggling to overcome personal obstacles as well as academic ones.

What are the implications for what our professional learning team should focus on this year?  
How can we teach efficiently? We can spend time trying to help parents help their students; however we want to maximize our time with the students during the time we have them in our care.

**Tool 5.4: Deciding on a team focus**

**Directions:** What is your team’s instructional focus for next year? Discuss and record this decision after analyzing and reflecting on student and subgroup data. This information will be used to help you craft your team goal.

What student strengths do these data highlight?

Students are making progress, even though some students are making slow progress.

What student needs do these data highlight?

Attendance and behavior issues contribute to the slow progress of student achievement.

What are the implications of the data we examined for our professional learning team?

Looking at a multi-criteria system is far more advantageous than simply looking at DIBELS.

On what areas could we focus our collective efforts? What are the pros and cons of each?

We will continue to focus on non-fiction reading as this has been a HUGE asset for our students.  
We will have a reading “theme” for next year. It will be additional work, but will be beneficial to our students.  
We will allow more teacher flexibility (with resources) for Intervention time.

Which area will we select as an intensive focus for our team’s work?

We are reviewing various learning styles to meet the needs of all students.  
We are working to reinvigorate center activities and modeling the love of reading. We’ve gotten so engrossed in a “program” we forget to simply READ to our students.

What results do we want for our students by the end of the school year?

We want to have 10% less students score above “10” on our multi-criteria scale.

**TEAM FOCUS:** General area of student need we will address.

1. Reading Theme
2. Non-fiction reading increase
3. Provide intervention and enrichment activities to be used during center time to more effectively meet the needs of students